History 342 Syllabus
MODERN CHINESE HISTORY
(Spring, 2013)

Professor: Richard J. Smith
Office: Humanities Building, Room 322
Phone: 713-348-2552; fax: 713-348-5207; e-mail address: smithrj@rice.edu
Office Hours: Tuesdays and Thursdays, 8:30-9:15 a.m., 1:30-2:15 p.m., 4:00-4:45 p.m. and by appointment

Time and place: TuTh, 9:20-10:40 p.m. Classroom to be determined

Course Description: This course deals with the rise of "modern" China, from the late Qing (Ch'ing) dynasty (1644-1912) to the People's Republic (1949-present). It has not been an easy ascent. Over the past century, China has endured extraordinary hardships—the inroads of Western imperialism, massive rebellion, revolution, the curse of warlordism, invasion by Japan, a devastating civil war, and radical reconstruction under the Chinese Communists. In the midst of it all, Chinese intellectuals have searched persistently for answers to China's pressing problems. We will be concerned in this course with the nature of their quest and the answers it produced. At the same time, however, we must constantly remind ourselves that 'intellectuals," however defined, were not the only historical actors in China—nor did all of these individuals speak with the same voice. Thus, although in some respects China has been a remarkable integrated civilization, its political, social, economic and cultural life has always been marked by considerable diversity and dissent at all levels of society, and in all of the different regions of China. Moreover, there has always been a significant gap between the dominant values promoted by political and social elites in China and the actual behavior of people, regardless of their social status. In short, the Chinese, for all the distinctiveness of their culture, faced the problem of dealing with the sometimes glaring gap between "theory" and "practice" that has existed in all societies, past and present.

Basic Course Requirements: This course involves (A) two midterms, **February 19** and **March 19** (each worth approximately 20%); (B) One (8-10 page) paper, due **April 4** (worth approximately 30%; the topic of this paper will be provided in a separate document; and (C) One *two-hour* final exam (worth approximately 30%)

Your papers must be typewritten, double-spaced, stapled, and paginated; no folders or fancy fonts; no e-mail versions or faxes. Late papers and exams will be penalized one-third of a grade (e.g. l- to 2+) per day out of fairness to the rest of the class. The only valid excuse for an extension will be a medical one. I plan to be extremely hard-nosed about this. Class attendance and participation will be considered in borderline cases, and students who do not have e-mail accounts and access to the worldwide web will be disadvantaged in terms of certain course materials. Those taking this course pass/fail must earn passing grades on all assignments and exams in order to pass. For additional bureaucratically required information on this course, see the end of the syllabus.

Required Texts (all paperbacks):

(1) Harold Tanner, *China: A History—From the Great Qing Empire through the People's Republic of China* (volume 2; 2010; **hereafter, *China***); (2) William T. de Bary and Richard Lufrano, eds. *Sources of Chinese Tradition: From 1600 through the Twentieth Century* (volume 2; 2000; **hereafter, *Sources***); (3) Timothy Cheek, ed. *Mao Zedong and China's Revolutions: A Brief History with Documents* (2002; **hereafter, *Mao***)

There will also be a number of on-line reading assignments posted on the Owlspace for this course. For an excellent on-line guide to research in modern Chinese history, including useful links, reviews, essays and bibliographical materials, see http://orpheus.ucsd.edu/chinesehistory/.

IT IS EXTREMELY IMPORTANT TO DO THE ASSIGNED READINGS LISTED FOR EACH LECTURE OR DISCUSSION PERIOD **BEFORE** THAT CLASS, IN ORDER TO GET THE MOST OUT OF THE SESSION.

> **NOTE**: I haven't actually counted, but my guess is that the assigned reading for each class session averages c. 50 pages of print.

Statement on Disabilities:

Students with a documented disability and in need of academic or other adjustments should speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact the Rice office of Disability Support Services (phone: 737-5841; e-mail: adarice@rice.edu) in room #111 of Allen Center.

CLASS SESSIONS AND ASSIGNED READINGS

I. INTRODUCTION

> **General required reading for this section**:
> —***China***, vi-30 (front matter and "Introduction") and Chapter 1 ("A Manchu Empire: The Qing Dynasty to 1799"), 33-71
> —***Sources***, 3-17 (Huang Zongxi), 29-35 (Wang Fuzhi), 35-41 (Gu Yanwu), 57-60 ("Women's Learning"), 63-66 ("Han Learning and Western Learning"), and 66-72 ("The Qing Version of Neo-Confucian Orthodoxy"—note esp. the "Sacred Edict")

Tuesday, January 8: Issues and Approaches

> **Some questions to keep in mind:** What is "tradition?" What is "modernity?" How would you define terms such as "imperialism," "nationalism, "modernization," and "revolution?" Why are these terms useful and why are they problematical?

Some preliminary reference materials:

—"Modern China (to '03)" [Owlspace, "Resources," folder #1]
—"Pronunciation guide" [Owlspace, "Resources," folder #1]
"Glossary 19th-20 century (both PY-WG and WG-PY)" [Owlspace, "Resources," folder #1]

Thursday, January 10: State and Society in Late Imperial China

Some questions to keep in mind: What were the principal mechanisms of political, military and social control in Qing dynasty China? What was the basic class structure in the Qing period and how was it determined? What effect did these mechanisms and class differences have on the conduct of political and social life in China? Who were the Manchus and did it make any difference that they were on the Chinese throne?

Required reading:

—***China***, review 33-71
—***Sources***, review 70-72 ("The Sacred Edict"); also 73-79 ("Popular Values and Beliefs," esp. "Community Ritual"), 85-86 ("Domestic Ritual"), 105-118 ("Village Opera"—esp. "Guo Ju Buries his Son"); 125-126 ("Sacred Edict Reading"); 138-141 ("Tracts"—esp. "Selections from the Twenty-Four Examples of Filial Piety")
—"Qing political life" [Owlspace, "Resources," folder #2]
—First third of the "Morality Movements" article [Owlspace, "Resources," folder #1a]

Recommended:

—"Examination system (Elman)" [Owlspace, "Resources," folder #2]

Tuesday, January 15: Traditional Chinese Values

Some questions to keep in mind: What are the "core values? of Confucianism? How were they expressed in, and reinforced by, Qing political and social instititions? What were the major points of disagreement among Qing dynasty scholars who claimed to be followers of the basic "teachings of Confucius"? In other words, what was the "range" of traditional Chinese thought in Qing times?

Required reading:

—Review ***Sources***, 3-17 (Huang Zongxi), 29-35 (Wang Fuzhi), 35-41 (Gu Yanwu), 57-60 ("Women's Learning"), 63-66 ("Han Learning and Western Learning"); 70-72 ("The Sacred Edict"); 138-141 ("Tracts"—esp. "Selections from the Twenty-Four Examples of Filial Piety")
—"Confucianism in the Qing" [Owlspace, "Resources," folder #2]

Recommended:

—"Qing socioeconomic life" [Owlspace, "Resources," folder #2]

Thursday, January 17: The Chinese World View

Some questions to keep in mind: How did Chinese elites of the Qing dynasty tend to view their own culture and the cultures of "others?" What were the institutional and other means by which these views were expressed and perpetuated? What implications might these views and these institutions have had for the conduct of China's foreign relations? Does scholarly opinion differ on these questions? If so, how and why?

Required reading:

—***Sources***, 142-154 ("Chinese Responses to Early Christian Contacts"); also review 63-66 ("Han Learning and Western Learning")
—"The Sinic World" [Owlspace, "Resources," folder #3]
—"Tributary system (two views)" [Owlspace, "Resources," folder #3]
—"Mapping China's World" [Owlspace, "Resources," folder #3]

Recommended:

—"Review of Bickers on Macartney" [Owlspace, "Resources," folder #3]
—"Zurndorfer critique of Bickers" [Owlspace, "Resources," folder #3]

II. THE WESTERN "IMPACT," c. 1700-1850

General required reading for this section:

—***China***, Chapter 2 ("The Qing Dynasty's 19th Century Crises"), 72-108
—***Sources***, 155-168 ("Chinese Statecraft"), 172-179 (Hong Liangji "On Imperial Malfeasance and China's Population Problem"), 179-184 ("Gong Zizhen's Reformist Vision"), 184-198 ("Wei Yuan and Confucian Practicality")

Tuesday, January 22: The Canton System and the Opium War

Some questions to keep in mind: Was the Opium War inevitable? Why or why not? What is your view of the motives and maneuvers of the major actors involved in the war?

Required reading:

—***China***, review 72-79
—***Sources***, 198-206 ("The Western Intrusion into China" and "The Lesson of Lin Zexu"); 206-212 ("Wei Yuan and the West")
—"Some Documents on the Canton System," #1-4—available on-line at http://www.ruf.rice.edu/~asia/Outreach (username: outreach; password: celadon) under "CantonOpiumWar"

—Documents #3-4—available on-line at http://www.ruf.rice.edu/~asia/Outreach (username: outreach; password: celadon) under "ReadingsModernChina"

Thursday, January 24: The Unequal Treaty System and Its Legacy

Some questions to keep in mind: What was "unequal" about the unequal treaties? How were they rationalized and with what effects? What sort of historical "cost-benefit analysis" would you apply to the unequal treaty system?

Required reading:

— Review ***Sources***, 198-206 ("The Western Intrusion into China" and "The Lesson of Lin Zexu") and 206-212 ("Wei Yuan and the West")
—"Some Documents on the Canton System," #5-6—available on-line at http://www.ruf.rice.edu/~asia/Outreach (username: outreach; password: celadon) under "CantonOpiumWar"

III. CHINA'S "RESPONSE" TO THE WEST, 1850-1895

General required reading for this section:

—Review ***China***, Chapter 2 ("The Qing Dynasty's 19th Century Crises"), 72-108
—***Sources***, 213-230 ("The Heavenly Kingdom of the Taipings"), 235-244 (Feng Guifen's proposals and the Zongli Yamen response to Woren—cf. documents #7-11—available on-line at http://www.ruf.rice.edu/~asia/Outreach (username: outreach; password: celadon) under "ReadingsModernChina" (Zeng Guofan to Li Hongzhang; Woren's remarks and Zongli Yamen rebuttal; Xue Fucheng on reform)

Tuesday, January 29: The Taiping Rebellion and Other Uprisings

Some questions to keep in mind: What were the primary causes of the great anti-Qing uprisings in mid-nineteenth century China (The Taiping, Nian and Muslim Rebellions, respectively)? Which of these civil wars was the most threatening and why? How were the rebellions defeated and what was their legacy (if any)?

Required reading:

—***China***, review 79-87
—Review ***Sources***, 213-230 ("The Heavenly Kingdom of the Taipings")
—"God's Chinese Son (NYRB)" [Owlspace, "Resources," folder #4]
—"Religion in Taiping Rebellion (Bohr)" [Owlspace, "Resources," folder

Recommended:

—"Cohen, Anti-Christian Tradition" [Owlspace, "Resources," folder #4]

Thursday, January 31: The "Self-Strengthening" Movement

Some questions to keep in mind: Who were the primary leaders of the Self-Strengthening Movement? What were their basic programs and priorities? On what points did they (and other officials of the Qing government) differ? What were the major accomplishments of the Movement? What were its most significant limitations?

Required reading:

—***China***, review 87-92
—"Li Hongzhang and foreigners" [Owlspace, "Resources," folder #5]
—"Self-strengthening (Elman)" [Owlspace, "Resources," folder #5]
—Review documents #7-11—available on-line at http://www.ruf.rice.edu/~asia/Outreach (username: outreach; password: celadon) under "ReadingsModernChina."

Tuesday, February 5: Renewed Imperialist Aggression

Some questions to keep in mind: What were China's major foreign policy challenges in the period from c. 1870-1895? Why did the "Self-strengthening" Movement fail to stem the tide of foreign aggression? What were the direct and indirect consequences of China's repeated military and naval defeats, particularly the Sino-Japanese War?

Required reading:

—***China***, review 92-104
—Review "Self-strengthening (Elman)" [Owlspace, "Resources," folder #5]
—"Allen Fung 'Testing Self-Strengthening'" [Owlspace, "Resources," folder #5]

Recommended:

—"Sino-Japanese War prints" [Owlspace, "Resources," folder #5]

IV. THE SEEDS OF CHANGE, 1895-1927

General required reading for this section:

—***China***, Chapter 3 "Struggling to Build a Nation: The 1911 Revolution and Early Republic, 1912-1926"), 111-148
—***Sources***, 250-302 ("Radical Reform at the End of the Qing"), 308-330 ("The Nationalist Revolution") and 351-395 ("The New Culture Movement")

Thursday, February 7: Reform and Revolution

Some questions to keep in mind: Who were the principle advocates of "reform" in late Qing China? What were their primary proposals, and how did they differ? Who were the principle advocates of "revolution" in late Qing China? Why did they advocate "revolution" instead of "reform," and what were their revolutionary goals? How did they differ?

Required reading:

—***China***, review 92-105 and 111-117
—Review ***Sources***, 244-249 ("Zhang Zhidong: 'Exhortation to Learn'"); 250-260 (writings by Wang Tao and Yan Fu); 260-280 (writings by Kang Youwei, Chu Chengbo, Zhu Yixin and Ye Dehui); 280-284 and 287-302 (writings by Tan Sitong and Liang Qichao)
—Review ***Sources***, 308-313 ("Zhang Binglin's Revolutionary Nationalism"), 314-330 ("The Nationalist Revolution" [Sun Yat-sen, Hu Hanming, etc.]) and 389-394 (He Zhen's "What Women Should Know About Communism" and "Women's Revenge")
—"Women reformers (Qian)" [Owlspace, "Resources," folder #6]

Recommended:

—"1911 (A Review; 1976)" [Owlspace, "Resources," folder #6]
—Documents #12-17—available on-line at http://www.ruf.rice.edu/~asia/Outreach (username: outreach; password: celadon) under "ReadingsModernChina."

Tuesday, February 12: Warlordism in China, 1916-1928

Some questions to keep in mind: How and why did warlordism arise in China? What were its principal political, social and economic effects?

Required reading:

—***China***, review 117-123
—"Chinese Constitution of 1912" [Owlspace, "Resources," folder #7]
—"Defining Warlords and their Factions (Chen)" [Owlspace, "Resources," folder #7]
—"Warlordism in China (Roberts)" [Owlspace, "Resources," folder #7]

Recommended:

—"Rise of Chinese Warlordism (review)" [Owlspace, "Resources," folder #7]
—"Military Atrocities and Popular Protest" [Owlspace, "Resources," folder #7]

Thursday, February 14: Discussion

Required reading: Review all material up to Tuesday, February 12.

Tuesday, February 19: First Midterm

NOTE: On February 12 or before I will have distributed and/or posted on our Owlspace six essay questions, one of which will be chosen randomly by the throw of a die. Today we will discuss, at least briefly, all six questions. I expect you to prepare diligently for this session, because it will be driven *entirely* by your ideas.

Thursday, February 21: China's Search for a New Culture

Some questions to keep in mind: What were the political and social conditions in China that provoked (and in certain ways actually facilitated) the so-called "New Culture Movement" [aka the "May Fourth Movement"] Who were the principle leaders of this movement and where did they get their ideas? What were these ideas, and how were they transmitted and debated? What were the political, social and cultural consequences of the New Culture Movement?

Required reading:

—***China***, review 123-132
—Review ***Sources***, 351-369 (writings by Chen Duxiu, Hu Shi and Gu Jiegang) and 370-389 (Zhang Junmai [Carsun Chang], Ding Wenjiang, Liang Qichao, Liang Shuming, etc.)
—Document #18—available on-line at http://www.ruf.rice.edu/~asia/Outreach (username: outreach; password: celadon) under "FurtherReadingsModChina"
—"May 4th Movement" [Owlspace, "Resources," folder #7]
—Women in May 4th (review) [Owlspace, "Resources," folder #7]

Recommended:

—***Sources***, 399-404 (Liu Shipei "Anarchist Revolution")

Tuesday, February 26: No class [Spring break]

Strongly recommended: Begin thinking about your paper

Thursday, February 28: No class [Spring break]

Strongly recommended: Continue thinking about your paper

Tuesday, March 5: The Rise of Chinese Marxism

Some questions to keep in mind: Who were the major exponents of Marxism and/or Marxism-Leninism in the first two decades of the twentieth century? Why were they attracted to the ideas of Marx and Lenin? How well did they understand these ideas and what did they do with them? What were the major debates surrounding the establishment and political activities of the leaders of the Chinese Communist Party (CCP)

Required reading:

—***China***, review 132-144
—***Sources***, 396-399 (introduction to "The Comunist Revolution"), 404-406 (Li Dazhao's "Victory of Bolshevism")
—***Mao***, pp. 37-75 [Mao's 1927 "Report" cf. ***Sources***, 406-411 (excerpts)]

V. "NATIONALIST" CHINA, 1927-1949

General required reading for this section:

—***China***, Chapter 4 "Years of Turmoil: China's Under Chiang Kai-shek's Guomindang Government"), 149-192
— ***Sources***, 337-347 ("Chiang Kai-shek: Nationalism and Traditionalism")

Thursday March 7: Problems of Political Tutelage

Some questions to keep in mind: The victory of Chiang Kai-shek (aka Jiang Jieshi) over the Chinese Communists in 1927 and the establishment of a "nationalist" government in Nanjing (aka Nanking) seemed to portend a "new China;" what happened to the dream? Was the "Nationalist Party" (Guomindang or GMD; aka Kuomintang or KMT) a "fascist" organization as is sometimes asserted? Why or why not?

Required reading:

—***China***, review 149-167
— Review ***Sources***, 337-347 ("Chiang Kai-shek: Nationalism and Traditionalism")
—Second part of the "Morality Movements" article [Owlspace, "Resources," folder #1a]
—"Wakeman, Confucian Fascism" [Owlspace, "Resources," folder #8]

Recommended:

—"Perspectives on Nationalist China" [Owlspace, "Resources," folder #8]
—"Women's Suffrage in China" [Owlspace, "Resources," folder #8]

Tuesday, March 12: The Jiangxi Soviet, The Long March and the Yan'an Way

Some questions to keep in mind: In the period from 1927 to 1945, the Chinese Communists managed to snatch victory from the jaws of defeat (as the old saying goes). How did they manage this? What role did Mao play in the process? What role did land reform play in the process? What role did the Japanese (and other "foreigners") play in the process? What other factors came into play?

Required reading:

—***China***, review 137-144 and 168-176
—***Sources***, 411-425 (Mao on the "Mass Line," New Democracy," etc.) and 426-44 (Liu Shaoqi and Mao on "How to be a Good Communist," "Rectification Campaigns" and "Art and Literature")
—***Mao***, pp. 183-192 [Edgar Snow's account of, and interview, with Mao, 1937] and 197-204 [Nick Knight's essay on Mao's "sinification of Marxism, 1985]

Thursday, March 14: Discussion

Required reading: Review all material up to March 12.

Tuesday, March 19: Second Midterm

NOTE: On March 12 or before I will have distributed and/or posted on our Owlspace six essay questions, one of which will be chosen randomly by the throw of a die. Today we will discuss, at least briefly, all six questions. I expect you to prepare diligently for this session, because it will be driven *entirely* by your ideas.

Thursday, March 21: The Japanese Invasion, Civil War and the "Loss" of China

Some questions to keep in mind: Rethink the questions posed for our March 12 session; they apply here as well.

Required reading:
—***China***, review 168-187
—***Sources***, 446-449 (Ding Ling's "Thoughts [about Women]," 1942)
—***Mao***, pp. 76-112 [Mao "On New Democracy," 1940] and 112-117 [Mao on "the Yan'an Conference on Literature and Art," 1942]
—"Who Lost China (Eastman)" [Owlspace, "Resources," folder #8]

Recommended:
— "Officers in the Sino-Japanese War '37-45" [Owlspace, "Resources," folder #8]
—"Baruma on Nanjing Massacre (NYRB)" [Owlspace, "Resources," folder #8]

VI. THE PEOPLE'S REPUBLIC OF CHINA (1), 1949-1976

General required reading for this section:
—***China***, Chapter 5 "The People's Republic of China: The Mao Era") — 193-233
—***Sources***, 451-481 ("The Mao Regime")

Tuesday, March 26: Reconstruction and the Great Leap Forward

Some questions to keep in mind: What were the significant successes and spectacular failures of the period from 1949-1960? How do you account for them? What was going on in Taiwan during this period?

Required reading:

—***China***, review 193-211

—Review ***Sources***, 450-59 ("Establishment of the People's Republic"); 462-468 ("Letting a Hundred Flowers Bloom"); 469-474 (critiques of Mao)

—***Mao***, pp. 127-159 [Mao on "Handling Contradictions," 1957] and 160-166 [Mao's Beidaihe comments on communes, 1958]

Recommended:

—"Womack, Where Mao Went Wrong '86" [Owlspace, "Resources," folder #9]

Thursday, March 28: No class [Midterm recess]

Recommended: Finish the first draft of your paper and read it aloud to yourself or (preferably) someone else

Tuesday, April 2: The Great Proletarian Cultural Revolution (GPCR)

Some questions to keep in mind: What was the GPCR about (this is a deceptively simple question)? What were Mao and the other major historical actors of the time thinking (what particular ideas and experiences were they drawing upon)? How could this event have happened? What were its political, social, economic and cultural consequences? Again, what was going on in Taiwan during this period?

Required reading:

—***China***, review 211-228

—***Sources***, 474-477 (GPCR guidelines); 478-481 ("Red Guard Memoirs")

—***Mao***, pp. 169-179 [Cultural Revolution readings, 1960s] and 210-215 [Rae Yang's account of the Red Guards, 1997]

Recommended:

—"Schram on GPCR (1986)" [Owlspace, "Resources," folder #9]

—"Spence on GPCR (NYRB '06)" [Owlspace, "Resources," folder #9]

Thursday, April 4: Discussion (paper due)

Be prepared to say a few words about your paper.

VI. THE PEOPLE'S REPUBLIC OF CHINA (2), 1976-PRESENT

General required reading for this section:

—***China***, Chapter 6 ("The March toward Wealth and Power") 234-270
—***Sources***, 485-494, 496-502, 505-510 and 512-520 ("Deng's Modernization and Its Critics")

Tuesday, April 9: The Deng Xiaoping Era

Some questions to keep in mind: What sort of a man was Deng Xiaoping? How might you compare and contrast him to Mao? What were Deng's major accomplishments? Do you think they will last?

Required reading:

—***China***, review 234-250
—Review ***Sources***, 485-494, 496-502, 505-510 and 512-520 ("Deng's Modernization and Its Critics"—note especially the writings by Deng Xiaoping, Wei Jingsheng, Wang Ruoshui, Fang Lizhi and Li Xiaojiang)
—***Mao***, pp. 216-219 [Central Committee document 1981 on "Party History"], pp. 204-209 and 219-231 [various personal and academic perspectives on Mao]
—Third part and conclusion of the "Morality Movements" article [Owlspace, "Resources," folder #1a]

Recommended:

—"Flies and Fresh Air (RJS)" [Owlspace, "Resources," folder #9a]

Thursday, April 11: Tiananmen and Its Aftermath

Some questions to keep in mind: What was the Tiananmen "Incident" about (again, a deceptively simply question)? Could it have been avoided? What were its short-term and longer-term consequences? How did this event play in Taiwan?

Required reading:

—***China***, review 250-270
—***Sources***, 522-526 (Rong Jiang, "Does China Need an Authoriarian Political System," May, 1989); 530-544 (on religious life in twentieth century China)
—Andrew Nathan, "Chinese Democracy in 1989: Continuity and Change" (1989) [URL: http://www.tsquare.tv/themes/Nathan.html]

Recommended:

—"Marxism and Its Challengers (RJS)" [Owlspace, "Resources," folder #9a]

Tuesday, April 16: Contemporary Chinese Culture

Some questions to keep in mind: What would Mao think of today's China? What do the people of today's China think of Mao (consider various groups and interests)?

Required reading:

—***China***, review (again) 250-270, esp. 264-270
—***Sources***, 545-558 (Xiong Shili on the revival of Confucianism, esp. pp. 556-558); 564-574 ("The Continuing Critique of Chinese Tradition"); 574-581 (Li Zehou on the legacy of Confucianism and its strengths and weaknesses)
—"Flies and Fresh Air (RJS)" [Owlspace, "Resources," folder #9a]

Thursday, April 18: Discussion

NOTE: On April 11 or before I will have distributed and/or posted on our Owlspace six essay questions, one of which will be chosen randomly by the throw of a die for your two-hour final. Today (April 18) we will discuss, at least briefly, all six questions. As with the midterm, I expect you to prepare diligently for this session, because it will be driven *entirely* by your ideas. You will be responsible for all "required readings" up to and including Tuesday, April 16.

FINAL NOTE:

The University now requires us to include in our course syllabi a statement about "overall course objectives and expected learning outcomes." So here goes: My objective in this class, and every other course I teach, is to encourage students to think carefully and critically about "other" people, places and times, not only as a means of understanding the experiences of "others" on their own terms but also as a way of encouraging reflection about "our own" cultural biases and preconceptions. I also expect that students will gain an appreciation of the need to take into account variables such as ethnicity, class and gender in any sort of historical analysis. Finally, my goal is to heighten awareness of the complex relationship between "theory" and "practice" in the political, social and economic life of every society, past and present.

We are also required to offer statements about "grade policies," "absence policies," and "expectations regarding course work and the Honor Code." So how about this? Examination grades will be based on a standard established by the class as a whole (a "best collective answer," determined by an initial reading of all the exams; papers will be graded according to the prevailing standards of the historical profession regarding evidence and argument (see History Department website on this: http://history.rice.edu/). I expect that all assignments will be completed on time and in accordance with the stipulations of the Honor Code. Any sort of plagiarism will result in a failing grade for the course. I do not take roll, but 40 years' experience tells me that students who come to class regularly do much better than those who don't.